

FCE/ CAE Open Cloze Games

(Use of English Part Two)

Three games to liven up exam class practice for the **open cloze exam tasks**, and to make sure students really know their way around the exam. They can be used to make up a whole class, or as warmers/ fillers.

They are also fun with non-exam classes.

by **Alex Case**

The class play a '**disappearing sentence**' memory game with a sentence from an exam paper. This can also be played in pairs. When they go on to do the actual exam task they should find it easy as they will have already learnt the first 3 or 4 answers. They then take the part of the examiner, and write cloze tasks for each other to try. As a filler or warmer and revision in a future lesson there is also a betting game called 'Prepositions beep'.

35-85 mins

Materials

- 1 photocopied 'Pairwork Disappearing Sentence grid' (see attachment) per pair of students
- 1 cut up 'Pairwork Disappearing Sentence grid' per pair of students
- 1 Use of English Part Two exam task, e.g. from First Certificate Passkey
- Some example sentences with dependant prepositions
- Fake money

Stage	Time	Procedure
1. Warmer- Disappear -ing Sentence	7-10	<p>a) Write a nice long sentence or two on the board. This should come from a Use of English Part Two paper you are going to use in the future, such as in Stage 3 below.*</p> <p>b) Ask one of the students to read it out loud. Then ask them to nominate one word. Clean that word off the board. Ask them to nominate someone else in the class.</p> <p>c) This person must then read out the whole sentence including the missing word. Repeat as above.</p> <p>d) The game continues until the whole text has disappeared, or until no one can remember what it was!</p>
2. <i>Optional extension-</i> Pairwork Disappear -ing Sentence	10-15	<p>a) Give each pair of students a grid. Ask them to write a long, complicated sentence in it (one word per box). This can be from their heads, or taken from an exam text or textbook.</p> <p>b) Each pair passes their sentence(s) to the next pair clockwise.</p> <p>c) Hand each pair a pack of slips of paper cut out from a grid. One S in each pair reads out the sentence then places one of these slips over a word to make it 'disappear', like the exercise in Stage 1 above.</p>

		<p>d) Game continues as in (1), but in pairs, until the whole sentence is covered in slips of paper.</p> <p>e) Stop when first pair finishes.</p> <p>f) <i>Optional</i>- feedback on how/ if students think rote learning can help language development.</p>
3. Starting Gently	12-20	<p>a) You can now give them the exam paper you took the sentence from in (1). They should be able to do the first 3 or 4 questions in a matter of seconds, because they just learnt them off by heart!</p> <p>b) Check answers as class.</p>
4. Class Challenge	15-25	<p>a) Write another sentence on the board, as in (1). E.g. 'I hate typing, because my fingers start to hurt after a couple of minutes and then it all goes horribly wrong.'</p> <p>b) Tell students they are going to be examiners and take words out of this sentence, but only ones that can only be replaced by that <i>one same word</i>. E.g. 'to' is acceptable because it is the only word that can go in 'start ___ hurt' in the extract above. 'Minutes' is not, because it could just as easily be 'hours', or even 'sentences'.</p> <p>c) Continue as a class or in pairs until the whole sentence is dissected as much as possible, e.g. 'I hate typing, because _____ fingers start _____ hurt after _____ couple _____ minutes.....'. Note that each space must be only fillable by one word even when the whole sentence is done, i.e. it can only produce one possible sentence.</p> <p>d) As class, analyse the types of words that can be removed in such a way- generally 'grammar words' such as prepositions and auxiliary verbs rather than 'content words' such as nouns.</p> <p>e) Ask Ss in pairs to choose/ write <i>one</i> sentence and take out as many words as possible as in (c) above.</p> <p>f) Ss pass their open cloze sentences to the next team anti-clockwise.</p> <p>g) The task of each team is to find <i>as many words as possible</i> that fill each gap, i.e. to see if the task writers have done their job properly or not.</p> <p>h) Teams hand back the completed cloze sentences for correction.</p> <p>i) Discuss any disagreements as to possible words in gaps as class.</p>
5. Filler/ warmer for future lesson Prepositions Beep Auction	10-15	<p>a) Give out some fake money.</p> <p>b) Elicit the vocab 'auction' and 'bid' by auctioning something in the classroom.</p> <p>c) Tell Ss you are going to auction English sentences but they should only buy them if they think they know the missing word. After bidding has ended, if the highest bidding team can supply the missing word you will double the money they bid. If not, they lose their bid. The team</p>

		<p>with the most money at the end of the game is the winner. NB. teams are obviously not allowed to bid more money than they have.</p> <p>d) Read out a sentence, saying 'beep' instead of the preposition, e.g. 'I have to take the kids _____ school'. Start with sentences from the exam text the students did in (3) above. Make sure no one shouts out the answer. Take bids. Finish bidding with the traditional 'Going, going, gone!' Ask the highest bidding team their answer and take / give money as appropriate. Let the class write down the correct answer.</p> <p>e) Sooner or later one team will probably have so much money they can simply outbid the other teams on every question. If this is the case, simply bring them all down to their original amount (e.g. \$30) and credit any money they give back to you on the board.</p> <p>f) Game finishes when they've had enough new dependant prepositions for one day.</p> <p>g) <i>For homework</i>, ask them to write similar 'Preposition Beep' questions.</p> <p>h) In the next class, get them to test each other in groups of 3 or 4.</p>
--	--	--

* 'Disappearing sentence' could be used to practice a particular grammar point. E.g. for Unreal Past:

'I wish I had phoned my brother the day before yesterday like my mother asked me to, because if I had he would probably be teaching this class for me right now. But, actually, what I really wish is that I didn't have so many regrets.'

Further practice could be given by specifying the tense etc. that they have to use in the sentences they write in (2a) for each other.